

ANNUAL REPORT

OF THE

Board of Education



1945-1946



BLOOMFIELD, NEW JERSEY

379.1493  
B

## BOARD OF EDUCATION

WILLIAM A. ELLIS, President

DR. ARTHUR G. PILCH, Vice-President

MILDRED W. MILLER

LAURENCE J. VAIL

GEORGE W. PICHE

FRANK J. HOCHSTUHL, JR., Secretary

### Instruction Committee

MILDRED W. MILLER

LAURENCE J. VAIL

### Construction and Supply Committee

LAURENCE J. VAIL

GEORGE W. PICHE

### Rentals

DR. ARTHUR G. PILCH

### Cafeteria Committee

MILDRED W. MILLER

### Medical Inspection

DR. ARTHUR G. PILCH

### Board of School Estimate

JOHN A. REED, Chairman

WILLIAM A. ELLIS

GEORGE W. PICHE

EDWARD C. RASP

THOMAS V. FIELDS

FRANK J. HOCHSTUHL, JR., Secretary

### Superintendent of Schools

HENRY T. HOLLINGSWORTH

## TABLE OF CONTENTS

I. INTRODUCTION	
Henry T. Hollingsworth—Superintendent of Schools .....	Page 5
II. THE SENIOR HIGH SCHOOL	
Harry M. Rice—Principal .....	Page 7
III. THE JUNIOR HIGH SCHOOL	
Alfred H. Skogsberg—Principal .....	Page 9
IV. THE ELEMENTARY SCHOOLS	
Felix J. McCormick—Principal, Berkeley School .....	Page 11
V. THE REMEDIAL READING PROGRAM	
Jerome C. Salsbury—Director of Curriculum and Instruction .....	Page 13
VI. GUIDANCE	
Eloise B. Cason—Director .....	Page 16
VII. THE VETERANS' EVENING SCHOOL	
James K. Walklet—Principal .....	Page 19
VIII. SCHOOL ORGANIZATION CHART	
	Page 21
IX. ENROLLMENT CHART	
	Page 22
X. FINANCIAL STATEMENT	
Frank J. Hochstuhel—Secretary and Business Manager Board of Education .....	Page 23

## INTRODUCTION

The school year of 1945-1946 brings to a close an era unprecedented in the annals of school history. The impact of the war had a marked and permanent influence upon our schools. We have seen within the past decade vast social and economic change. Because our schools are one of the most important social institutions, as our society changes our schools must adapt themselves to meet the new needs of our people.

The power of education is a mighty factor. Our enemies demonstrated the power of education for destruction. Hitler built his whole scheme of conquest and power, hate and greed upon a program of education beginning with the smallest children. In such a program youth was robbed of the right to learn to think for itself. We have learned to utilize this power of education for creative good. Throughout America, people are planning for the future. Labor, industry, business, and government are looking ahead. Our schools must provide an educational opportunity for every citizen. The welfare of all people is the supreme objective of our free way of life.

In Bloomfield, under the leadership of the Board of Education, the administrative and teaching staffs are working to strengthen the educational structure of our schools. A continuous improvement in methods and curriculum to meet the changing needs has been an important part of our plan. A long range building program to house and make possible an adequate educational program is essential. Such a plan has been submitted and steps necessary to implement it should be taken at once. The past year has seen the introduction of a remedial program far surpassing anything which we have had in the past. Notable strides in bringing about a twelve year guidance plan have been made through the expansion of our guidance program during the past two years. Curriculum revision in terms of a twelve year program has been started and will progress more rapidly during the coming school year. Continuous changes will be made to meet the changing needs. Changes in the programs of the secondary schools have been made to better prepare our boys and girls for the life which they are to lead. The reorganization of our music program during the past year has shown outstanding results. The program of vocal music has been revitalized and extended. In this first year of the new instrumental program, a total of four hundred seventy-seven have received instruction in the elementary schools. These results will necessitate the expansion of the music program in the secondary schools in the next few years. It is recom-



mended that Saturday morning classes for instrumental music be established as has been done in neighboring communities. Expansion of our offerings in Industrial Arts and Homemaking is progressing. The introduction of these programs as major subjects has filled a long sought need for many boys and girls not seeking college preparatory training. The expansion of these departments in the senior high school is an immediate necessity. The appointment of a Director of Health and Physical Education for the coming year will fill a need that has existed for a long time. Plans for the establishing of a twelve year program in this field are already under way.

The guidance of the young women and young men who have been discharged from the armed forces has rendered a distinct service to them. We are proud of our evening school for veterans. Our school was one of the first and one of the few such schools to be established. The total enrollment rose from thirty-five to over two hundred in the few months it was established. Plans for continuing this school are now in progress.

Much credit for the past and impending changes in our educational program is due to the excellent work and cooperation of the school staff, principals, directors and teachers. Without their full cooperation and support, this work would have been impossible. Professional interest and pride by members of the staff may be noted in the survey of colleges attended by them and the credits earned. Ninety staff members (32.3%) attended seven colleges and universities and earned six hundred fifty-five points credit. Fifteen staff members reported on work taken during the year for which they received no academic credit. Participation by members of the staff in the work of the Metropolitan School Study Council has been of great value to them and to the school system. This group of school administrators and staff members under the leadership of Dr. Paul R. Mort, is doing outstanding work in the field of educational research which will be of great value to all school systems.

Bloomfield is indeed fortunate to have a Board of Education whose understanding and deep interest in the welfare of the boys and girls make possible the continued improvements of its program of education. With the support and cooperation of an enlightened public, our schools should continue to progress to new and greater heights. progress to new and greater heights.

## SENIOR HIGH SCHOOL

The balanced development of personality is the major objective of our school system. All experiences to which a child is subject influence this development. We in the senior high school are peculiarly conscious of our positional relation in our educational system. During these years the process of integration in developmental growth of prime importance. In this last period of formal preparation in our schools must come a greater effort to help the student establish himself as a socially adequate individual. In this process our major task is to help him build an ethical character. This does not come from a separate subject or set of activities, but from all school and community life. The emphasis of the whole school program must be such that this balanced development of personality, of which good character is the integrating force, will result as a natural outcome of all pupil experiences during the school day.

This year the senior high school engaged in the study and self-evaluation of our school and the community it serves. The culmination of this year-long effort was the evaluation by the visiting committee of the Middle States Commission on secondary schools early in April. From the oral report of the chairman of the visiting committee we found they were impressed by the sweep of our program. This staff interaction will serve to motivate us in our efforts to develop a better school in the days ahead.

Our efforts to provide real life experience for our pupils as they move out into the larger community were aided by several projects. Students of our speech classes participated in the N. E. A. broadcasts of the Junior Town Meeting. Locally these same pupils won high praise for their help in enterprises such as Community Chest, National Clothing Drive, Red Cross and Emergency Famine Relief. From the creative writing study in English came a regional and national award winner in the Northern New Jersey Scholastic Writing Awards. Student groups attended meetings at Town Hall and the Herald Tribune Forum. They acted as discussion leaders in their classes so that all could benefit from their experiences. A panel forum assembly on juvenile delinquency conducted by seniors was an outstanding program. Delegations responded to the invitation of Mrs. Parker O. Griffith to attend and participate in the discussions of the Town Hall of Essex County. Voting machines were used by all P. A. D. classes. Four of our boys in the junior class, selected for leadership, scholarship, character and service, were sent to the Jersey Boys' State at Rutgers University. This educational venture was sponsored by the New



Jersey Department of the American Legion. The expenses of the week's stay were provided by American Legion Post No. 20, Kiwanis Club, Rotary Club and Optomist Club. Each boy appeared before his sponsoring group to explain the project. This life-like opportunity to learn about our government through actual experience gave our students a deeper appreciation of our democratic principles. We hope similar local projects will grow. The annual student projects of the science department received national publicity through the full reports printed in "School Science and Mathematics" and the "School Executive" magazines. This "experiment in adolescent ingenuity" is very worthwhile and attracted many parents to our local exhibit, thus providing still another phase of real experience and promoting closer home-school cooperation.

Remedial physical education and health activities for physically handicapped students were started this year. One hundred fifty pupils had an individually adapted program. Thirty classes per week were held in the remedial room. An interesting feature of the work is the rest program. These rest periods are taken upon the advice of the family physician and were supervised by the teacher. Pupils with "heart conditions", high blood pressure, and convalescents from long illnesses are types who were able to gain more from their school life because of this program.

To our interested seniors, college entrance presented a formidable barrier because of lack of available facilities. Partial relief will come from projects like the Rutgers Annex in West Orange and Newark. Fifty-one of our seniors were accepted by colleges prior to June first. The heavy demands upon our guidance and clerical staffs is shown by the eight hundred transcripts prepared for the recommended "shopping around method" of applying for college entrance. The photo-duplicating method of copying school records will be examined for its possibilities in reducing this extra load.

The broad training and experience of our staff, their democratic cooperation and friendly help have made possible the success and achievement of our senior high school program. All are working toward even better educational experiences for our boys and girls.

## THE JUNIOR HIGH SCHOOL

Our Junior High School program is a vital and meaningful school life for our younger youth. This program reflects the best that is known of the way learning is done. The wide scope and great variety of the program opportunities provides for the expansion of experience so necessary for a developing mind. The classroom methods, guidance, library service, in fact, the design of the implementation of the whole program is pointed at helping pupils differentiate their experience into meaningful patterns. The continuous application of these learnings in real situations speeds the integration of differentiated experiences that results in a balanced growing personality.

Our Junior High School leads in the origination and evaluation of new techniques and the revision of existing methodology according to the best we know of psychology and individual growth. The first year of a planned three year study of the teaching of mathematics is completed. A mimeographed school newspaper was an outgrowth of a new technique in the stimulation of original writing by eighth graders. A collection of representative pieces of writing was published as "Stardust" that will serve as a record and will have future curricular implications. A ninth grade social science class did a piece of original research to determine the strengths and weaknesses of our citizenship training in junior high school. Their conclusions show a high quality of thinking. Out of this grew a request for the study of how the pupil's mark for citizenship is determined. A student council committee did the pilot study on this. A staff committee enlarged this study and drew tentative conclusions, providing the basis for a teacher-pupil committee to complete the work next fall. A new facet of the principal's general study of the education of children of high educational potential was explored by the successful trial of a new technique in the teaching of grammar in the eighth grade. An analysis of the social dynamics of classes in the seventh and eighth grade by a modification of Moreno's technique was used to improve the guidance program for those grades. Newspaper copy for local publication was furnished exclusively by a group of pupils called Junior Reporters. The writing and producing of weekly assembly programs, including one each in German, Spanish and Latin, is a marvelous display of the stimulation of creative talent. The problems of the mechanics of staging these productions were ingeniously solved by a pupil group, the stage crew. The greenhouse furnished 500 tomato plants for home gardens, raised the plants for school's flower beds, and started preparations for a flower show next fall. The school dark rooms were the center of the photographic ex-



periments of sixty pupils who developed and printed over 65 rolls of film and made over forty enlargements. Educational trips, once more possible, were well planned and showed good results. These highlights illustrate the many innovations this school makes to give our pupils the best possible.

Our junior high school library is unique in its service to the school. Many requests come from other schools for information about how it operates and why so much pupil use is made of it. Our library is a true laboratory for all classes; 675 classes have been held in the main room. 31,102 books and 6,168 pictures were circulated during the year. The total attendance was the staggering load of 92,399. We must plan for a trained assistant to the librarian in order to maintain this service.

Audio-visual aids continue to provide excellent training for many phases of the program. The training and scheduling of pupil operators is no small part of the excellent contribution made. The motion picture projectors accounted for 80,859 pupil hours, the opaque projector 8,716, the slide film projector 2,965, and the slide projector 2,035. Personal voice recordings were used in three English classes to improve diction and develop tonal variety and fluency. The plans for next year will, when completed, carry even farther.

The intramural program is expanding. Both boys and girls now have an integrated yearly plan of activities. Student-faculty games raised money for program use and charity donations. The health and homemaking departments cooperatively sponsored food conservation for famine relief, as well as raising \$270.00 in cash for this purpose.

Many staff members were reinducted into the Junior High School after their release from the armed forces. We are glad to welcome them back and the school will profit from their experiences. The fact that even during these major disruptions in plans for schedules and personnel, our efforts to promote and guide the development of our younger youth have shown an increasing efficacy, bespeaks the alertness and competence of the Junior High School administrative and teaching staffs. We are now in a period of transition. To continue to provide the best opportunity for our pupils, we will evaluate the new trends and develop better ways for meeting pupil needs.

## THE ELEMENTARY SCHOOLS

This was the year of conversion, not only for business but also for schools. About half of the elementary school pupils had attended school only during the war years. Many of the others had slight recollection of school without War Bond Drives, Paper Collections, Salvage and Food Drives. This was the year for which we had been waiting.

The job to be done presented a new side. Atomic energy, jet and rocket propulsion and radar changed our thinking much as they changed the thinking of all reflective peoples. A New Age is struggling to be born. Our schools must play their part in this process.

The teaching of the basic skills is not enough. Personalities fitted for democratic living must be developed. All through our elementary schools there are strivings toward a better understanding of child personality and attempts at pupil-teacher planning of common goals.

No more is the elementary pupil to be considered a ball of putty to be molded and impressed with the preconceived pattern of the past. He becomes an active participant in his own learning process. The teacher, with a knowledge of the data in the pupil's accumulative record, helps each individual progress at the rate at which he learns best.

A great deal of emphasis has been placed upon group planning and cooperative action. These basic principles of the democratic way have found their place in the classroom. The individual members propose, discuss, decide and later modify their conclusions as new evidence is presented. This is the democratic way and many classrooms are following this procedure in those educational activities that lend themselves to it.

The wide gap between community and school was closed appreciably during the past year. More and more the pupils moved out into the community for those valuable experiences which result in real learning. More and more the community moved into the school to add the vital leavening that was so much needed. The Parent-Teachers and Home and School Associations were more active and helpful in their activities, pointed toward better educational opportunities for the children of the community.

The end of travel restrictions allowed the pupils to enjoy most of the old trips to the zoo, the museums and the Planetarium. Many new trips and excursions were added and were thoroughly enjoyed by the pupils. Direct observation of the



local region, the planning involved and the discussions and projects stimulated, made all of these experiences a most essential part of our modern program.

While the development of personalities adapted to living in a democratic society has loomed large during the past year, great progress has been made in the teaching of the basic skills. The Remedial Reading Program, as now operating in the Bloomfield Schools, is being copied in other communities. The survey test results also indicate better than satisfactory accomplishment. Our pupils today while doing as well or better on the "what" and "when" items of information, also do much better on the "why" items.

Constant attention has been given during the past year to the enjoyment secured by pupils while working together. Creative activities in music, dancing and the graphic arts, have been fostered at every point possible. Learning stimulated by using pupil enthusiasm has been the goal rather than learning through teacher pressure.

The interest of the pupils in the world about them and in the way other people live has been encouraged. Extensive use has been made of sound films and other audio-visual aids.

It is hoped that our elementary schools will continue the excellent work which they are doing in studying and understanding children; and that they will continue to provide the environment in which the children of Bloomfield will grow to be staunch defenders of the "democratic way of life."

## THE REMEDIAL READING PROGRAM

The Bloomfield Public Schools began planning a town wide organization of remedial assistance in reading during the spring of 1945. The school year just completed marks the inauguration of the plan as a definite part of the school program. This was not the activity of one individual, but was the direct concern of eight teachers, the Director of Child Guidance, the Director of Curriculum and Instruction, and the school principals. It touched on the educational experiences of about five hundred boys and girls from grade three through grade twelve. All schools had some remedial assistance and all except two participated directly in the special program.

The remedial reading program in Bloomfield illustrates two outstanding topics of discussion among educators today. The first of these is the one led by Dr. Paul Mort of Columbia University in which he has made the statement that it takes about fifty years for an educational practice which has been discovered and found valuable to become generally accepted. In at least one elementary school in Bloomfield, remedial measures in reading were being used over sixteen years ago. Miss Katherine Aagesen, former Supervisor of Elementary Schools, advocated the idea and eventually had Miss Anna Cahaley appointed as remedial reading instructor for the entire system. The late principal, Joseph E. Poole, as early as 1937, set up remedial reading in the Senior High School. The Junior High School was constructed and equipped to provide for a remedial reading program.

The second topic concerns one of the differences between the atomistic and organismic concepts of the curriculum as discussed by Dr. L. Thomas Hopkins of Columbia University and many other curriculum experts throughout the United States. The remedial reading program in Bloomfield is not just another well defined unit which somehow will go together, now or later, with other units to make up the whole curriculum for the individual. Instead the individual finds here the means of satisfying his own needs at the time when such satisfaction will contribute most to his growth.

The Child Guidance and Curriculum Directors have worked with the teachers to supply the ways and means of carrying out this program. Some of these are criteria for selecting children, diagnosing of reading difficulties, determining of size of groups, working out program schedules, techniques for interviewing parents, selecting and securing remedial materials such as books, magazines, special remedial devices, and room furniture. The Directors also have had



many opportunities to aid the teachers, principals and parents by appearing as advisors on special problems related to the remedial reading. Much has been done through work shop techniques where these teachers met as groups, determined their problems and through consultation decided on a solution. Through all this there was much of "learning how" since this is an "experience" type of development rather than one in which a program is definitely set up by supervisors or administrators and then operated by teachers who have had no part in the planning.

Among the most valuable contributions of such a program is the greatly increased opportunity for interaction. It is impossible to have such a program under democratic procedures without an increase of contact and discussion by pupils, parents, teachers, principals, supervisors, administrators, outside consultants, and others. This interaction has brought growth in many ways. Perhaps the most outstanding example of growth is the fact that the classroom teachers have learned to recognize many possibilities of this program as an adjunct to the regular classroom. For example, in the Junior High School, an experiment was conducted with a selected group of eighth graders, three fourths of which group claimed they had never read a book. In the Senior High School, pupils in the applied mathematics groups profited by spending part of their time with the remedial reading teacher. This has not been brought about by these teachers receiving a bulletin or any set plan from the central office but rather by frequent individual discussions with the remedial reading teacher or in group discussions. One P.T.A. gave a meeting to a panel discussion of "Bloomfield's Reading Problems". Another such organization invited the Director of Curriculum to discuss reading problems.

This program has also brought in several community agencies such as the Bloomfield Public Library and the Essex County Juvenile Clinic. These agencies have furnished valuable assistance and advice. The library has been generous with materials and the Essex County Juvenile Clinic has furnished a field worker who has greatly helped in reaching the home.

The year closed with the remedial teachers participating in a three day workshop held at the Administration Building in June. The workshop was largely concerned with critical review of the year's activities, a summary of the outcomes, and suggestions for the next year's program. The most important outcomes, of those which can be observed, are the recorded changes in pupil behavior which relate to social and mental development. These tie into the more acceptable definition of a curriculum which says, "the cur-

riculum consists of the learnings which an individual selects, works over, accepts, acts with or upon to eventually improve the quality of his subsequent behavior." In the report which the teachers prepared, they cited specific incidents of improved behavior when children found out they really could read. It is interesting to note that when these teachers came to study children as individuals they frequently discovered that the lack of reading was in itself only a sign that something else was wrong. Frequently, after physical disabilities of sight and hearing were corrected or anti-social attitudes were changed, it was found that reading improved by itself. The reverse of this would be, when a child found reading easy, certain anti-social attitudes disappeared. Other improvements in behavior show increased use of the library, improved classroom work and greater ease in the use of reference materials. Each remedial teacher submitted one case history of a child with whom they had worked during the year. These told of difficulties overcome, home cooperation and the improved quality of behavior of the child. The teachers received many comments from pupils and parents. Typical of the pupils' feelings are:

"I don't mind talking in front of the class because I can use better words now."

"I'm glad I was in this class because my reading is so much better I don't have to read just baby stories."

"This report was the best I ever had. Mother says, 'Thank your remedial teacher.'"

Actual growth in reading measured by standardized tests recorded results which range from little or no gain to gains up to several years. In one elementary school where the teacher was working with fifty pupils in grades four through six, one pupil gained three years, twelve gained two years, twenty-one gained a year, nine gained seven months, five gained six months, and two gained less than six months. Much the same pattern would be noted in the Junior and Senior High Schools except that there the number of individuals who recognize their own needs seems to increase. As soon as a pupil recognizes his own need and finds out what he can do about it and the ability is there, the growth becomes much greater than when the pupil is acting on a program set up by an adult.

One phase of this which we must learn more about is the way in which parents can take their place with school people in working out the educational experiences of their own boys and girls. Perhaps in the remedial program, the assistance of the parents can be used so that techniques may be discovered to work together under democratic procedures to make the school period of education more worthwhile.



## GUIDANCE

The tentative program drawn up last year by the Child Guidance Committee was fundamentally sound and was used as a point of departure by the present director, who was appointed in September 1945. The continuous functioning of this committee kept the program sufficiently flexible to meet new needs, and its democratic approach facilitated the acceptance of new projects. The variety of viewpoints among its members insured a balance in the program.

An important goal of guidance in Bloomfield is the development of a continuous 12 year program. Although the director allocated a major portion of her time to the elementary schools, considerable time was spent in working on a variety of problems in the junior and senior high schools. Definite efforts were made by other staff members to unify the program and real progress toward this goal was made.

The director and the counselors have emphasized the role of the teacher in guiding the development of children. Teacher conferences on the problems of individual children were continued as in the previous year. In each case the conference was used not only to plan a program for a particular child, but to give the teacher new insights that might be useful in working with other children. This year, work with groups of teachers was greatly increased. With the remedial reading teachers, in cooperation with the Director of Curriculum and Instruction, the selection of children, the evaluation of progress, the selection of appropriate teaching materials and improvement of parent-teacher conferences were discussed. The Liberty School staff was assisted in planning and carrying through a program of self-evaluation. Working with the Director of Curriculum and Instruction in general teachers meetings in all elementary schools, discussion of important school policies and precedures was stimulated by using the device of case studies of children. Other meetings with teachers were held on problems which they themselves suggested, such as the making of anecdotal records and the proper handling of the pupil-teacher relationships.

A large portion of the director's time was spent in working with individual children. The purchase of additional equipment made it possible to give a wider variety of clinical tests, and in all 291 individual tests were administered. The number of parent contacts was increased this year. An additional impetus to this work was given by Dr. Plant who

assigned a trained social worker to the Bloomfield Schools for one extra half day a week. It was gratifying to note that in many instances parents took the initiative in calling on us for help.

Talks were given to all elementary Home-School or Parent-Teacher Associations and also to certain community groups on our guidance work. It was felt that these talks helped to build a clearer understanding of the program among the parents.

One important change was made in the group test program. Achievement tests in grades 3, 4, 5 and 6 were shifted from the spring to the early fall. This change, it is hoped, will improve pupil-teacher planning, and will not over-emphasize the evaluation of past achievement.

As the child moves into the early years of the secondary school, educational and social guidance is more important. The junior high school counselors used a wide variety of available resources in studying the needs of children and adjusting plans to meet them. Guidance conferences with small groups, one of their ingenious devices, proved very valuable in handling social problems. Special efforts were made to contact all homes to build a closer working relationship between the home and the school.

The older pupils of the secondary years have special needs. This year constant vigilance was necessary to acquaint them with ever-changing conditions affecting their possible admission to college. Special assembly programs urged early and numerous applications. The magnitude of this work is indicated by the three hundred college applications mailed in March alone.

Working in cooperation with the home is of great importance for these older pupils in solving their educational problems. The Father and Son Night for senior boys and their fathers was a guidance approach in home-school relations. The periodical "Contact", an intimate and friendly sheet, presented problems of general interest to parents and pupils. The results of these steps were gratifying.

The returning veterans appealed to us for help. More than four hundred were interviewed this past year and many were assisted in gaining admission to colleges giving special training in their interest fields. An outgrowth of this veterans



assistance program was the evening school for high school subjects described elsewhere.

The success of the guidance program has been due not only to the efforts of the counselors, but also to the loyal support and cooperation of students, teachers and administrators. Next year, as a further step toward our integrated 12 year program, a committee of counselors from the senior high, junior high, and elementary schools will meet periodically with the director to plan our work. From this staff interaction will stem increased competence in guiding the development of our children.

## VETERANS' EVENING SCHOOL

During the war years the senior high school guidance counselors, at the direction of the superintendent, sought contact with former students, then in service, to determine their post war educational needs. This investigation showed that the veterans would be interested in further education, they did not want to return to the immature atmosphere of the day school, and they wanted accelerated courses.

Near the end of November the State Board of Education modified existing regulations so that veterans' classes for diploma credit could be organized on an individual progress basis, credit being determined by a comprehensive examination upon completion of the required work. A quick survey showed an interest in courses to complete requirements for the high school diploma, specific subjects to meet college entrance requirements, repeating courses to raise former grades, and refresher courses in subjects previously credited.

The school opened in the Administration Building on January 2nd with an enrollment of 35. It was organized on a basis of two one hour periods per session, meeting two evenings per week. Courses in English, mathematics, and required social studies were started first. Later Spanish was added. Because of a lack of laboratory facilities no sciences could be given. All courses were operated on an individual basis as far as possible. Classes were very informal but the seriousness with which the students undertook their studies made it possible to cover ground rapidly. A sincere attempt was made to meet the needs of the veterans. The flexibility of the program administered by the staff allowed a greater adaptation to meet individual needs and desires. The results have been excellent.

In early spring when demobilization was at its height, enrollment increased substantially every school night. The peak in new registrations was reached in March during which 61 new names were added to the rolls. This rate was maintained with only a slight decrease during April and dropped solely because no more were registered after May 15th. The enrollment was never static and reached an equilibrium in May with about 110 regular attendants.

Drop-outs came for several reasons. Some students, who were able to devote considerable time to their studies outside of the class hour, completed their course in a minimum time. Others, taking refresher work, reached the point where they

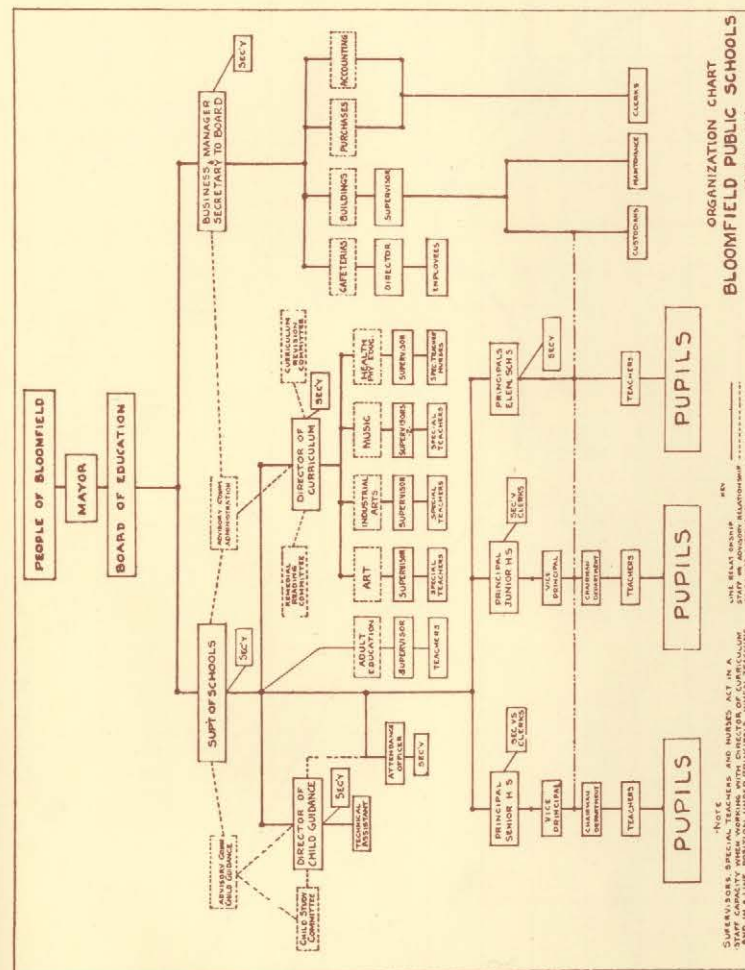


felt they had gotten what they wanted. Still others left for, or received definite word of acceptance from the following colleges during the term: Rensselaer, Wooster, William and Mary, Virginia Military Institute, Alleghany College, Minnesota University, Dartmouth, Lafayette, University of Chicago, Boise Junior College, Upsala, Brown, New York University and Knox. Some students were forced to leave because of changed working hours or other conditions beyond their control.

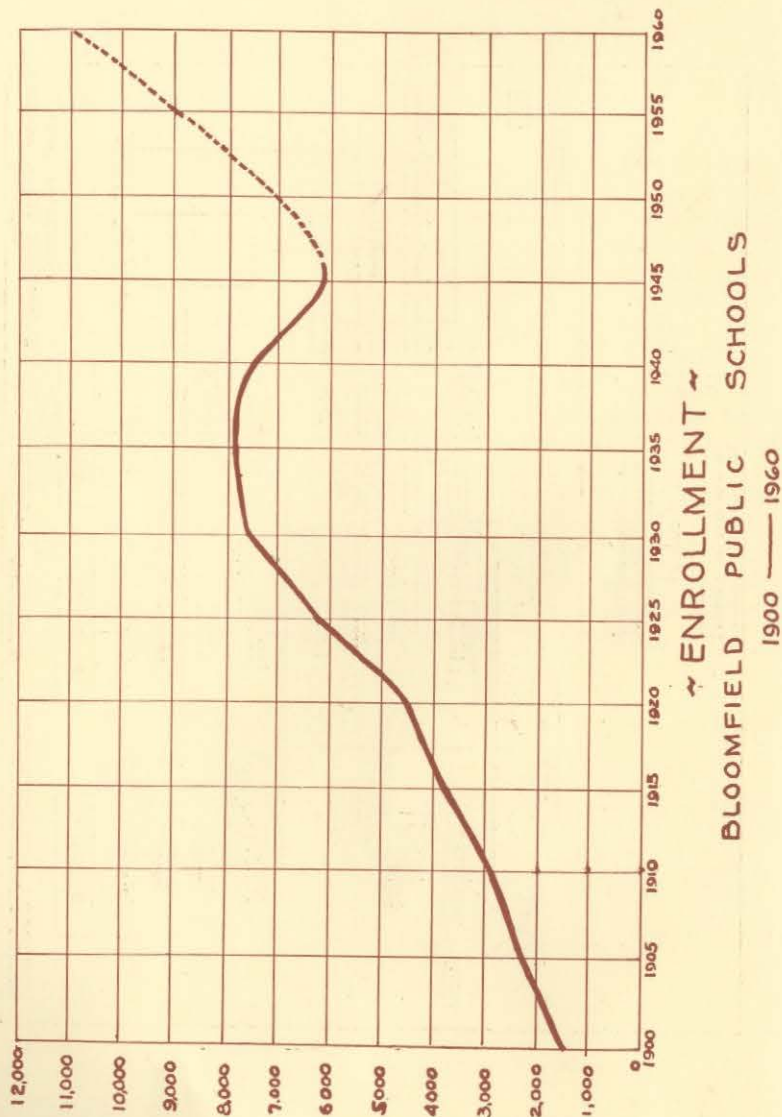
Of the total number of students on roll, 176 were residents of Bloomfield and 41 were non-residents. 115 were high school graduates and of these 87 were graduated from Bloomfield High School. 124 looked forward to education beyond high school. Of these, 95 had some definite school in mind.

Approximately 30 students received their high school diplomas at the close of school in July. These students met all state and local regulations concerning required subjects. In granting credit for educational experiences acquired in the Armed Services, the state-approved practices outlined by the American Council on Education were followed.

A consensus of opinion taken in May shows that the students considered they were given a good "deal". They felt that the Veterans' School had met their needs and they expressed appreciation to the Board of Education for giving them this opportunity to make up the "lost years".







## FINANCIAL STATEMENT

Bloomfield, N. J., July 1, 1946.

To the Board of Education:

Ladies and Gentlemen:

I hereby submit the Annual Financial Statement of the Board of Education of the Town of Bloomfield for the school year ending June 30, 1946.

### RECEIPTS

Balances July 1, 1945, as follows:

Current Expenses .....	\$ 42,272.93	
Repairs and Replacements .....	44.46	
Manual Training .....	8,118.57	
Library .....	269.41	
Capital Outlay .....	3,382.10	
		\$ 54,087.47

Received from State—Current Expenses.....	\$269,760.83	
“ “ Town—Current Expenses ....	816,975.00	
“ “ Town—Repairs and Replace- ments .....	56,924.00	
“ “ Town—Manual Training .....	19,190.00	
“ “ State—Manual Training .....	5,000.00	
“ “ State—School Libraries .....	120.00	
“ “ Town—School Libraries .....	3,215.00	
		\$1,171,184.83

Received from Other Sources:

Tuition .....	\$ 15,200.00	
Sale of Supplies, Fines, etc. ....	3,125.53	
Rental of School Buildings .....	3,495.00	
Sale of Manual Training Supplies .....	284.55	
Sale of Maintenance Supplies .....	41.25	
Sale of Library Books .....	374.68	
		\$ 22,521.01

Total Receipts and Balances..... \$1,247,793.31



## DISBURSEMENTS

### Current Expenses:

Administration .....	\$ 30,707.87	
Teachers' Salaries .....	791,456.68	
Clerical Salaries .....	30,702.10	
School Supplies .....	16,742.49	
Text Books .....	12,754.08	
Janitors' Salaries .....	89,349.77	
Janitors' Supplies .....	6,974.48	
Fuel, Light and Power .....	38,332.09	
Telephone Service .....	2,537.36	
Attendance Office and Supplies.....	3,266.12	
Medical, Dental, Nurses' Salaries, etc. ....	14,946.82	
Tuition .....	3,197.60	
Insurance Premium .....	7,783.72	
Transportation .....	13,921.46	
Cafeteria Directress .....	2,880.00	
Athletic Coaches .....	4,900.00	
Pensions .....	3,917.43	
Community Centers .....	2,328.33	
		\$1,076,698.40

### Manual Training:

Teachers' Salaries .....	\$ 19,629.06	
Materials and Supplies .....	4,046.81	
		\$ 23,675.87

### Library:

Books .....	\$ 3,587.93	
		3,587.93

### Repairs and Replacements:

Buildings .....	\$ 50,626.93	
Grounds and Walks .....	1,260.10	
Educational Equipment .....	3,114.94	
Engineers' Equipment .....	420.10	
		\$ 55,422.07

### Capital Outlay:

Junior High School .....	\$ 640.00	
		\$ 640.00

Total Expenditures ..... \$1,160,024.27

### Balances in hands of Custodian June 30, 1946:

Current Expenses .....	\$ 74,130.89	
Repairs and Replacements .....	1,587.64	
Manual Training .....	9,007.38	
Library .....	301.03	
Capital Outlay .....	2,742.10	
		\$ 87,769.04

Total Expenditures and Balances..... \$1,247,793.31

The above balances include \$76,415.40 received from the State on account of past due Railroad Taxes.

Respectfully submitted,

FRANK J. HOCHSTUHL, JR.

Secretary, Board of Education